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ABSTRACT

This report assesses the Acquisition of Learning by Facilitating Academics (Project ALFA), which is designed to assist the academic progress of Haitian students at Lafayette High School in Brooklyn, New York. Project ALFA served a total of 62 students of limited English proficiency who had attended an English-speaking school system for less than 5 years. Participating students received instruction in English; native language arts; and content area subjects of mathematics, science, social studies, and computer science. The project also offered preoccupational training in health-related careers. The evaluation showed that ALFA met its objectives in English as a second language instruction, native language arts, American culture and citizenship, dropout prevention, career counseling, staff development, and parental involvement. The project was partially successful in meeting its content area objectives in science, social studies, and computer science, but not in mathematics. The project also failed to meet its objective for project students' attendance, which was not significantly higher than for mainstream students. Recommendations include increasing the number of students served by the project through greater promotional efforts and investigating additional instructional techniques to enhance skill acquisition in mathematics. Appendices contain a list of instructional materials for the various programs. (GLR)

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ED 371 093

OREA Report

Acquisition of Learning by Facilitating Academics
(Project ALFA)
Transitional Bilingual Education Grant T003M20059
FINAL EVALUATION REPORT
1992-93

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Acquisition of Learning by Facilitating Academics
(Project ALFA)
Transitional Bilingual Education Grant T003M20059
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Acquisition of Learning by Facilitating Academics (Project ALFA) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project for Haitian students at Lafayette High School in Brooklyn. In the year under review, its first, Project ALFA served a total of 62 students of limited English proficiency (LEP) who had attended an English-speaking school system for under 5 years. (The project plans to serve approximately 150 students per year during the remainder of its three-year funding cycle.) This report represents a six-month evaluation, as funding was not received until January 1993.

Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content area subjects of mathematics, science social studies, and computer science. The project also offered pre-occupational training in health-related careers. Multicultural education was an integral part of programming.

Teachers of participating students had the opportunity to attend weekly staff development meetings. The project also reimbursed tuition for staff members taking courses at the college level. Project staff were in the process of developing curricula in the areas of health science and business.

Project ALFA sought to establish an active parental component. Parents were extended invitations to school activities and to special school events. The parental component included E.S.L. classes, workshops, and parent association monthly meetings. Some parents became members of the Parent's Advisory Council, which met on a regular basis.

Project ALFA met its objectives in E.S.L., N.L.A., American culture and citizenship, dropout prevention, career counseling, staff development, and parental involvement. The project partially met its content area objective, meeting it in science, social studies, and computer science but not in mathematics. Project ALFA failed to meet its objective in attendance as project students' attendance was not significantly higher than mainstream students.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Increase the number of students served by the project. Place greater emphasis on publicity, stressing project activities and services, and have project participants talk to prospective participants.

- Investigate additional techniques to increase students' acquisition of skills in mathematics, possibly by working more closely with peer tutors and offering additional assistance during study periods or before and after school hours.

- Consider requesting a change in wording of the attendance objective to reflect the excellent attendance without impedance by statistical vagaries.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII project, Acquisition of Learning by Facilitating Academics (Project ALFA).

PROJECT CONTEXT

The program served Haitian students at Lafayette High School in Brooklyn. The population of the surrounding community was ethnically and racially mixed and was made up of middle- and lower-income families, some of whom were new immigrants and tended to live in extended family groups. The housing projects in the area also had many single parent families. In general, the neighborhood was characterized as stable, with low mobility.

The student population at Lafayette High School for the year under review was similar in distribution to that of the surrounding community. Of the 2,680 registered students, 35 percent were African-American, 31 percent were European-American, 19 percent were Latino, and 15 percent were Asian-American. Sixteen percent (438) of these students were of limited English proficiency (LEP). Approximately 40 percent came from low-income families.

Lafayette High School was constructed in 1939, and the building was in good condition. School entrances were guarded by an elaborate electronic security system and security guards. Halls were noisy and crowded between class periods. Teacher- and student-prepared displays were prominent around the building. Computers were available and appeared to be used efficiently by the students.

STUDENT CHARACTERISTICS

Project ALFA served 62 Haitian-speaking LEP students in ninth through twelfth grade. (See Table 1.) It had planned to serve 150 students, but the initial reluctance of some eligible students to participate in the program limited the number of participants. Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other considerations were low native language literacy and the student's willingness to participate, as determined by personal interviews with the guidance counselor and resource teacher.

The project served a total of 62 students; male students numbered 23 (37.1 percent) and female 39 (62.9 percent). Students whose native language was Haitian numbered 59 (95.2 percent); the other three students' native language was English. A majority of the participants (91.9 percent) were born in Haiti; 5 students (8.1 percent) were born in the United States. Approximately one-third (33.9 percent) of the participants came from low-income families and were eligible for the free-lunch program.

TABLE 1

Number of Students in Project ALFA by Grade

Site	9	10	11	12	Total
Lafayette High School	23	17	17	5	62

Needs Assessment

Before instituting the project, Lafayette High School conducted an exhaustive needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained from these studies indicated two primary needs: (1) to provide LEP students with intensive English and native language instruction and support services to improve their school performance; and (2) to provide parents of participants with English as a second language (E.S.L.) courses and workshops to familiarize them with the educational system and project goals.

PROJECT OBJECTIVES

Student Objectives

- As a result of participation in the project, 70 percent of the target students will demonstrate an appropriate increase in English language proficiency.
- As a result of participation in the project, 70 percent of the students will achieve a passing grade of 65 or better in Haitian Creole.
- As a result of participation in the project, 70 percent of all target students will score at or above the passing criterion of 65 in the content subject areas (mathematics, science, social studies, and computer science).
- As a result of participation in the project, 70 percent of the target students will attend at least one (1) field trip to historic museums, the United Nations, White House, and/or cultural events that will be organized by project staff to increase their familiarity with American culture and citizenship.
- Program students will have a significantly lower dropout rate than similar non-program students.

- As a result of participation in the project, students' attendance will be significantly higher than that of mainstream students.

- All graduating students will meet with the bilingual career specialists, bilingual grade advisors, or bilingual guidance counselors for advisement at least twice during the school year.

Staff Development

- As a result of participation in the project, 75 percent of tne program staff members will enroll in at least one university course each semester.

Parental Involvement

- The proportion of the program students' parents who participate in Open School day/evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project ALFA provided instructional and support services to 62 Haitian-speaking students and their families. The project's main goal was to promote LEP students' language acquisition and content area skills and to provide pre-occupational training. Programming focused on careers in health science and/or business education.

At Lafayette High School, content area courses were offered five periods per week. All subjects and course levels were taught in English with an E.S.L. methodology. In some classes, a paraprofessional worked cooperatively with the teacher in providing individual instruction.

Project ALFA also offered parental involvement activities and in-service staff development activities, including reimbursement to staff for college credits.

Materials, Methods, and Techniques

Project ALFA offered E.S.L. at beginning, intermediate, and advanced levels and native language arts (N.L.A.) at beginning and intermediate levels. The project stressed the use of English instruction through E.S.L. methodologies in the content areas.

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning and teacher-directed or individually paced instruction. A diagnostic prescriptive approach was used to individualize instruction and encourage self-direction.

Health careers work-study internships were available to students who expressed an interest in participating in them.

Computers supplemented classroom instruction. The foreign language/E.S.L. department published a literary magazine that included project students' essays, poetry, short stories, and art.

The school incorporated a strong multicultural component into the curriculum to foster knowledge of and appreciation for the different cultures represented by the student population. The high school and its international clubs sponsored a Harmony Day Festival, a celebration of cultural diversity presenting music, dance, and food from many parts of the world.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

As Title VII funding decreases 10 percent each year, the school will contribute increasingly to the purchase of most materials and supplies and the salaries of the Title VII staff. When federal funds are no longer available, Lafayette High School plans to assume the entire cost of programming.

Staff Qualifications

Title VII staff. The project director, one resource teacher, and one paraprofessional were funded by Title VII. The project director and the resource teacher were native speakers and were teaching proficient* in Haitian. For a description of their degrees and language competencies, see Table 2.

TABLE 2

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	M.A.	Spanish, French, Haitian TP
Resource Teacher	B.A.	French, Haitian TP
Paraprofessional	A.A.	French, Haitian

The project director had over 15 years' experience teaching LEP students. Her responsibilities included administration, supervision, and coordination of activities; staff selection and training; and provision of evaluation data.

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects.

The resource teacher's responsibilities were to teach all N.L.A. classes, tutor students during and after school in reading and writing, communicate with other teachers and staff members on the progress of students, and coordinate club and field trip activities.

The paraprofessional assisted the classroom teacher, tutored students before classes began, and assisted with a variety of activities.

Other staff. Tax-levy funds paid the salaries of 20 classroom teachers and two paraprofessionals who provided instructional services to project students. For degrees, certifications, and language proficiencies, see Table 3.

TABLE 3

Qualifications of Other Project Staff

Title	Degree(s)	Certificate(s)/ Licenses	Language Competence
20 Teachers 2 Paraprofessionals	13 M.A. 4 M.S. 3 B.A. 2 H.S. diploma	7 E.S.L. 4 E.S.L./Spanish 1 E.S.L./French 4 Social Studies 3 Science 1 Mathematics	Spanish 3 TP Chinese 3 TP French 1 TP Russian 1 TP

Most of the teachers had experience teaching LEP students. Twelve teachers had training in either bilingual education or E.S.L. All teachers held high school certification in the subject area they taught.

Staff development. All members of the Title VII staff received tuition assistance toward college courses in E.S.L., bilingual education, and/or administration. Teachers of project students participated in regular meetings sponsored by the foreign language department at Lafayette High School. Workshops focused on E.S.L. methodology, bilingual education, and supervision.

Instructional Time Spent on Particular Tasks

See Appendix B for an example of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 7.5 years (s.d.=2.8) of education in a non-English-speaking school system and 4.9 years (s.d.=2.6) of education in the United States. The median amount of time students participated in Project ALFA was 5 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. The S.B.S.T. did not include a staff member conversant in Haitian; however, a project staff member translated as necessary.

Gifted and talented students were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

The project offered tutoring instruction before, during, and after school hours to students having difficulty in classes. Gifted and talented students were encouraged to take college preparatory courses. Lafayette High School was linked

with Kingsborough Community College in offering College Now courses for students. Nine Project ALFA students participated in a two-year college preparatory program offered by the science department in conjunction with the college.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a variety of parental involvement activities that included workshops, E.S.L. classes, and parent association monthly meetings. The project informed parents of participating students of its instructional goals and the progress of their children in the program. Project staff offered translation services for the school and the parents. Parents participated in the school's Harmony Day Festival as well as other school events.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty of finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains could be attributed to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no posttest data on students who entered the program late, therefore posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth of English skills in populations similar to those served by Project ALFA.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. Both the N.L.A. objective and the content area objective in mathematics, science, social studies, and computer science were assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publisher's test manual, the LAB is valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is obtained by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To demonstrate reliability, KR20 coefficients and standard errors of measurement (SEM) are reported by grade and form for each subtest and total test. Grade reliability coefficients, based on LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

DATA COLLECTION

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format,

which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administration followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month intervals

The LAB was administered at 12-month intervals, following the published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To determine the proportion of students increasing their proficiency in English, OREA computed the percentage of students achieving gains on the LAB posttest. To assess the significance of students' achievement in English, OREA computed a

correlated *t*-test on LAB scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

The only possible threat to validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential–the norming group would not have affected the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project ALFA carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

Lafayette High School offered E.S.L. instruction at the beginning, intermediate, and advanced levels. Enrollment was 29 for the beginning level, 20 for the intermediate, and 13 for the advanced. The beginning level was offered 15 periods per week. The intermediate and advanced levels were offered 10 periods per week.

An OREA consultant observed two E.S.L. classes. The rooms were bright and spacious, but the classroom facilities- desks, chairs, etc.- were very old and in need of repair. Flags, magazine cutouts, photographs, maps, and posters in English were displayed.

One class had 14 students present and began with a discussion of idiomatic expressions. All communication by teacher and students was in English. The teacher wrote several examples on the board, and gave students approximately 15 minutes to write definitions. The remainder of the lesson centered on a short story by the science fiction author Ray Bradbury, entitled *All Summer In A Day*. The story focused on a young girl who moves to a planet with no sun. Students were given time to read the story, and a discussion period followed. The teacher used content-

based and cognitive approaches. The teacher posed the following question: "Would you rather have experienced something good and then lose it, or never have the experience at all?" Students discussed the character's feelings of being alien. The story was a vehicle for students to talk about their own experiences in a new country and the process of fitting in and being accepted by peers. One student spoke about being afraid of snow, and another student spoke about being harassed by some students for not knowing English.

The other E.S.L. class had 22 students present. The students had read a Sherlock Holmes story entitled *The Adventure of the Man With the Twisted Lip*. A teacher trainer was in the class and presented most of the material, using teacher-directed and cooperative learning strategies. The lesson centered around the question, "What are the elements of a short story and how can we identify them?"

The class began with students working in pairs to define vocabulary words from the story. Students used dictionaries, but only as a last resort. The teacher and trainer walked around the room to provide individual assistance and spoke in English to students. Students responded in English, although they sometimes used their native language among themselves. Individual students placed vocabulary words and definitions on the board, and the whole class reviewed them. Students asked questions and volunteered responses. The trainer provided additional clarification when necessary. Handouts were used, and homework was given.

The evaluation objective for English as a second language was:

- As a result of participation in the project, 70 percent of the target students will demonstrate an appropriate increase in English language proficiency.

There were complete pre- and posttest scores on the LAB for 30 students from grades nine through twelve. (See Table 4.) The mean gain was 7.8 N.C.E.s (s.d. = 8.0) and was statistically significant ($p < .05$). Of these students, 76.7 percent demonstrated an increase in scores from pre- to posttest.

The project met its E.S.L. objective.

Participants' Progress in Native Language Arts

Whole language, cooperative learning, and peer tutoring were instructional strategies employed by the project.

Instruction in N.L.A. was offered at two levels, based on the students' proficiency. The beginning level, with a registration of 29, was offered for five periods per week; the intermediate level, with 23 students, was offered ten periods per week.

An OREA consultant observed an intermediate N.L.A. class. All communication was in Haitian. The lesson focused on a reading about North America and began with a review of grammar. Students were assigned to write sentences in Haitian using the present, past, and future tenses. The paraprofessional and teacher assisted them as they worked individually at their desks. Students then read passages to the class. The teacher asked questions to ensure comprehension

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Grade

Grade Level	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
9	23	8	17.9	14.7	27.6	21.1	9.8	9.5	2.91*
10	17	12	14.7	13.6	21.3	17.0	6.6	7.9	2.89*
11	17	9	15.7	12.4	24.0	12.6	8.3	7.5	3.34*
12	5	1	19.0	--	22.0	--	3.0	--	--
Total	62	30	16.0	12.9	23.8	16.3	7.8	8.0	5.39*

*$p < .05$

- Students participating in Project ALFA showed significant gains on the LAB.

and to solicit opinions. Vocabulary words and expressions were defined and discussed. Students volunteered responses and were actively involved. During the last part of the class, students were asked to write a summary paragraph detailing their reaction to the reading. Homework was given on the steps involved in obtaining a passport.

The evaluation objective for N.L.A. was:

- As a result of participation in the project, 70 percent of the students will achieve a passing grade of 65 or better in Haitian Creole.

Project ALFA began services in January 1993, so scores were for the spring semester only. Of the 52 students enrolled in Haitian N.L.A., over 98 percent passed.

Project ALFA met its objective for N.L.A.

LEP Participants' Academic Achievement

Teachers used E.S.L. methodology in the content area classes, transferring skills learned in native language arts. They used a wide array of strategies and techniques, including cooperative learning and research projects as well as individually paced and teacher-directed instruction. The paraprofessional worked cooperatively with the teaching staff to provide individual assistance and instruction to students.

An OREA evaluator observed an eleventh grade American history class. Sixteen students were actively involved in a lesson on Woodrow Wilson and his New Freedom Program. Students were asked to answer in writing the following questions: "What were the major reforms of Wilson's New Freedom Program?" and,

"How did the New Freedom movement affect Progressivism in the Republican party?" The teacher noted that he had not found a textbook suitable for class use, and instructional materials consisted of work sheets on the various topics. The class began with a reading and writing assignment in which students worked individually at their own pace and were encouraged to use an English dictionary. All communication by the teacher and students was in English. During the second half of the class, the teacher and students read aloud the worksheet one paragraph at a time. The teacher asked questions to check reading comprehension, and vocabulary words were defined and discussed. Homework was given.

The content area objective was:

- As a result of participation in the project, 70 percent of all target students will score at or above the passing criterion of 65 in the content subject areas (mathematics, science, social studies, and computer science).

In the spring semester, over 72 percent of the students received passing grades in social studies, science, and computer science. However, less than 70 percent of the students received passing grades in mathematics. (See Table 5.)

Project ALFA partially met its objective for the content area subjects, meeting it in science, social studies, and computer science, but not in mathematics.

TABLE 5

Passing Grades in Content Area Courses

Content Area	Spring 1993	
	Number of students for whom data were reported	Percent Passing
Math	50	56.0
Science	48	72.9
Social Studies	58	72.4
Computer Science	9	77.8

- Except in mathematics, over 70 percent of Project ALFA students passed their content area subjects.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Project ALFA was in its first year of programming, so there were no former participants.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

American Culture and Citizenship

Project ALFA provided a number of field trips to acquaint participants with various aspects of life in the United States. In May, approximately 50 Project ALFA students took a one-day bus trip to Washington, D.C., where they had a guided tour of the Capitol and made visits to the Lincoln Memorial, Vietnam Memorial, the Smithsonian Institution, and the National Gallery of Art.

In March, approximately 50 Project ALFA students took a one-day bus trip to the SABE conference in Kiamesha Lake, New York. The theme of the conference was "Bilingual Education: Affirming a New Generation of Global Leaders." Students had the opportunity to participate in the conference and they heard speeches by Vice President Al Gore and others.

The project proposed one objective to increase the students' familiarity with American culture and citizenship:

- As a result of participation in the project, 70 percent of the target students will attend at least one (1) field trip to historic museums, the United Nations, White House, and/or cultural events that will be organized by project staff to increase their familiarity with American culture and citizenship.

As noted in the previous section, students visited Washington, D.C. and attended the SABE conference in Kiamesha Lake.

Project ALFA met its objective for American culture and citizenship.

Grade Retention

Project ALFA did not propose any objectives for grade retention. Four students (6.5 percent of participants) were retained in grade.

Dropout Prevention

Project staff were actively involved in monitoring at-risk students' attendance and behavior in school. They wrote letters and made phone calls to parents when necessary and provided individual counseling to students to motivate them to stay in school. Invited staff from the Dropout Prevention Program spoke to E.S.L. and

N.L.A. classes. Counselors and teachers were attentive to any signs of students' discontent with school and intervened early in order to prevent their dropping out.

Project ALFA proposed the following dropout prevention objective:

- Program students will have a significantly lower dropout rate than similar non-program students.

No project student dropped out during the year under review. This was significantly better ($p<.05$) than the 2.6 percent mainstream dropout rate.

Project ALFA met its objective for dropout prevention.

Attendance

Students' regular attendance was encouraged in a number of ways: Project staff checked attendance daily, and when necessary, the resource teacher and paraprofessional held counseling sessions with students to resolve any problems. At every opportunity, staff stressed the importance of attending school regularly.

The project had one attendance objective:

- As a result of participation in the project, students' attendance will be significantly higher than that of mainstream students.

The attendance rate for project students was 90.0 percent. The schoolwide attendance rate was 82.8 percent. Although project students' attendance was much higher than that of mainstream students, statistical significance could not be achieved because the number of students in the sample was too small (N=55).

The project did not meet its attendance objective, however, attendance was excellent. The project director should consider the possibility of seeking approval for

a change in this objective so that statistical significance is not required, since virtually 100 percent attendance would be required to attain such significance.

Career Counseling

Career counseling and career workshops were made available to all project students.

The project proposed one career counseling objective:

- All graduating students will meet with the bilingual career specialists, bilingual grade advisors, or bilingual guidance counselors for advisement at least twice during the school year.

The project director reported that all project students met with counselors at least twice during the school year. This included the five graduating seniors.

The project met its objective for career counseling.

Placement in Gifted and Talented Programs

No students were placed in a program for the gifted and talented. Gifted and talented students were encouraged to take college preparatory courses. Lafayette High School was linked with Kingsborough Community College in offering College Now courses for students. Nine Project ALFA students participated in a two-year college preparatory program offered by the science department in conjunction with the college.

Enrollment in Post-secondary Educational Institutions

None of the graduating seniors indicated that they would be enrolling in postsecondary educational institutions upon graduation.

CASE HISTORY

V. constantly walked the halls of the school, rarely reporting to class. His academic work was extremely poor. He was taken to the Dean's office and referred to Project ALFA. The project staff contacted V.'s parents and found out that V. had many difficulties at home. V. was provided with the special attention he needed- the paraprofessional helped him in class and assisted him with his homework, and he received additional assistance from the resource specialist. V.'s teachers were contacted weekly by the paraprofessional for information on his work in all subject areas. Responding to this, V. reported to class every day and was passing all his subjects. V. has become a role model for his classmates.

STAFF DEVELOPMENT OUTCOMES

The project proposed one staff development objective:

- As a result of participation in the project, 75 percent of the program staff members will enroll in at least one university course each semester.

The project director reported that all staff members enrolled in university and college courses. The project director completed graduate courses in administration and psychology. The resource teacher completed a course on methods of teaching E.S.L., and the paraprofessional completed courses toward a B.A. degree.

The project met its staff development objective for ongoing education.

CURRICULUM DEVELOPMENT OUTCOMES

Project ALFA did not propose any curriculum development objectives for the

first year of the program. However, project staff had begun to develop curricula in the areas of health science and business.

PARENTAL INVOLVEMENT OUTCOMES

Activities to increase parental involvement in their child's education was an important thrust of Project ALFA. Project staff sent letters of invitation to parents in their native language and made telephone calls to keep parents informed. The school established a Parents Advisory Council (PAC), and offered adult E.S.L. classes. Approximately 20 parents participated in the E.S.L. classes, which included individualized and group instruction, conversational skills, grammar, and vocabulary-building as well as basic reading, writing, and comprehension skills.

Parents of project students were encouraged to make formal and informal visits to the school to meet with staff. Letters written in Haitian were sent out to inform parents of open day/evening activities and to encourage attendance.

Project ALFA proposed one objective for parental involvement:

- The proportion of the program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

The project director reported that at Lafayette High School, parents of project ALFA students actively participated in school activities. In the spring semester, 25 percent of the participants' parents attended open school day/evenings as compared to 17 percent of mainstream students' parents.

The project met its objective for parental involvement.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project ALFA met its objectives in E.S.L., N.L.A., American culture and citizenship, dropout prevention, career counseling, staff development, and parental involvement. The project partially met its content area objective, meeting it in science, social studies, and computer science but not in mathematics. Project ALFA failed to meet its objective for attendance, although the attendance rate of project students' was high. Staff had begun to develop curricula even though no objective was posed in this area for the first year of funding.

Participating students in Project ALFA showed academic progress. Of the 62 participating students in grades nine through twelve, 58 were promoted to the next grade. The students showed gains in English and Haitian language proficiency, as well as in the content area subjects of science, social studies, and computer science. The project director plans to increase individualized instruction and peer tutoring in mathematics next year.

Project services not only benefited the students academically but also increased their awareness of the importance of education. Career counseling and career workshops were made available to all project students. The attendance rate of participating students was higher than that of mainstream students, although not significantly higher. No Project ALFA students dropped out during the year; this was significantly better than the dropout rate for mainstream students. Students acquired

knowledge about American culture and citizenship through project-sponsored field trips.

Project staff and teachers attended workshops designed to increase their knowledge of bilingual education. All project staff members enrolled in undergraduate or graduate courses and plan to continue to do so in the future. Parents of participating students were involved in both school and project activities.

MOST AND LEAST EFFECTIVE COMPONENTS

Project ALFA's academic components, including individualized instruction, were highly effective. Counseling and adult E.S.L. classes enhanced the project's effectiveness. Quantitative data, reports of the evaluation consultant, and feedback from those administering the program attested to the strength shown in these areas.

Least effective components of the project were the mathematics instruction program and the lower than expected number of students served.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Increase the number of students served by the project. Place greater emphasis on publicity, stressing project activities and services, and have project participants talk to prospective participants.
- Investigate additional techniques to increase students' acquisition of skills in mathematics, possibly by working more closely with peer tutors and offering additional assistance during study periods or before and after school hours.
- Consider requesting a change in wording of the attendance objective to reflect the excellent attendance without impedance by statistical vagaries.

APPENDIX A

Instructional Materials

E.S.L.				
Grade	**Title**	**Author**	**Publisher**	**Date of Publication**
*	Turning Points, books 1-4	Iantorno & Papa	Addison-Wesley	1989
*	Sherlock Holmes	Arthur Conan Doyle	Globe Edition	1987
*	Easy Reading in English	R.J. Dixon	Prentice Hall	1984
*	20,000 Leagues Under the Sea	Jules Verne	Globe Edition	1992
*	O. Henry Reader	O. Henry	Globe Edition	1980
*	A Christmas Carol	Chas. Dickens	Globe Edition	1992
*	Moby Dick	Herman Melville	Globe Edition	1978
*	The Red Badge of Courage	Stephen Crane	Globe Edition	1992
*	Tom Sawyer	Mark Twain	Globe Edition	1992

* Not supplied by project.

N.L.A.				
Grade	**Title**	**Author**	**Publisher**	**Date of Publication**
*	Toussaint L'Ouverture	Schlessinger	Chelsea House	1990
*	The Duvaliers	Schlessinger	Chelsea House	1990
*	Haiti	Anthony	*	*
*	Black Jacobins	James	Random House	1963
*	Histoire de L'Architecture dan les Caribes	Buisseret	Editions Caribeenes	1980
*	Fruits des Antilles	Ebruin	*	*
*	Anthologie de la Nouvelle Poesie Creole	Prudent	Editions Caribeenes	1984
*	Esperans Desire	Deyita	Editions Henry Deschamps	1989
*	Dyakout	Morisseay	Leroy, Inc.	1990
*	Anacaona	Metellus	Hartier Paris	1986
*	Met Larouzé	Roumain	Bon Nouvel	1986
*	The Faces of the Gods	Desmangles	University of North Carolina Press	1992
*	M'ap Li ak Kè Kontan 3,4	Fic	Edition Henri Deschamps	1992
*	Lekti Gramé 3ém e 4ém Ané	Karitas	Haitiana Publications	*
*	Lekti Kréyól 5ém Ané	Department of Education Nationale	Haitiana Publications	*

*Not supplied.

Social Studies				
Grade	**Title**	**Author**	**Publisher**	**Date of Publication**
*	Ti Kozé Sou Istwa Peyi Dayiti	Pierre	Edisyon Apaac	1991
*	Istwa Jéyografi	Karitas	Haitiana Publications	1991
*	Global Studies I,II	New York City Public Schools	*	1991
*	World Cultures (A Global Mosaic)	Ahmad, Gofts, Booksky, Ellis	Prentice Hall	1993
*	People and Our World	*	Holt, Rinehart, Winston	1991

Mathematics				
Grade	**Title**	**Author**	**Publisher**	**Date of Publication**
*	Kalkil 3ém Ané	Karitas	Haitiana Publications	*
*	Kalkil Sistém Metrik	Karitas	Haitiana Publications	*
*	Jéyométri Pwoblém 5ém Ané	Karitas	Haitiana Publications	*
*	Matématik de Baz	New York City Public Schools	*	1988
*	Achieving Proficiency in Math	Schneider & Mandery	Amsco School Publications	1993
*	Achieving Competency in Math	Schneider & Mandery	Amsco School Publications	1987
*	Pre-Algebra	Davison, et al	Prentice Hall	1992
*	Integrated Math I & II	Dressior & Keenan	Amsco	1989

*Not supplied.

Science				
Grade	**Title**	**Author**	**Publisher**	**Date of Publication**
*	Yon ti Kozé Sou Alkól ak Lót dwóg yo	Desire	*	*
*	Syans 6ém Ané	Karitas	Haitiana Publications	*
*	Physical Science I,II	New York City Public Schools	*	1991
*	Biology & Human Progress	Tanzer	Prentice Hall	1986
*	Pathways in Biology	Oxenhorn	Globe	1979
*	The Chemical World (Activities & Explorations)	Darlington	Houghton Mifflin	1977
*	RCT Science Review for New York State	Raab and Kiefer	Prentice Hall	1989
*	Physical Science Exploring Matter and Energy	Kiefler	Prentice Hall	1991

*Not supplied.

APPENDIX B

Class Schedules

Class periods were 42 minutes. Schedules were the same for all days in the school week.

Lafayette High School				
Period	Grade 9	Grade 10	Grade 11	Grade 12
1	E.S.L. 6	-------	-------	College Now
2	E.S.L. 6	Transitional E.S.L. 8	E.S.L. LAB 10	E.S.L. Writing
3	Mathematics LAB	Physical Education	E.S.L. 10	Business Mathematics 2
4	Physical Education	French 6 (RG)	French 6	Reading LAB
5	Haitian Creole	Haitian Creole	Haitian Creole 6	Haitian Creole 6
6	Fundamental Mathematics	E.S.L. LAB 8	U.S. History & Goverment	E.S.L. 10
7	Lunch	Lunch	Lunch	Lunch
8	Global History	Fundamental Mathematics 2	Chemistry 2	Sequential Mathematics 2
9	Physical Science	-------	Sequential Mathematics 4	Applied Chemistry
10	-------	-------	-------	Unified Science
11	-------	-------	Health Career Internship	-------
12	-------	-------	Health Career Internship	-------